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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the kindergarten level and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the kindergarten curriculum. (MCF)

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KINDERGARTEN ACTIVITIES GUIDE

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

1981

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1981

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

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STUDENT SUPPORT SERVICES

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INTRODUCTION

The *Kindergarten Activities Guide* is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See A Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

Self-Understanding
Goal A
P.I. 1, 2, 3
Grade K

Our Body

Self-Understanding

Goal A:	Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency:	Student will describe ways they care for themselves.
Performance Indicator(s):	Students will be able to: 1) describe a healthy body and an unhealthy body; 2) describe ways to keep healthy and safe; and 3) describe ways they care for themselves in order to stay healthy and safe.

Activity Objective

Students will be able to describe a healthy and an unhealthy body and describe how they can care for themselves to stay healthy and safe.

Activity

Total Time:	Five class periods during one week
Suggested Subject Matter Area:	Health and Safety
Materials/Resources:	Film "Health: Your Food" and copy of resource page for each student.
Educator's Preparation:	Order and pick up film, duplicate activity sheet for each child, be familiar with entire activity. Prepare morning snack of apples, oranges, celery and carrots.

Directions:

Discuss the meaning of the word "healthy" with the students. Have a class discussion on what a healthy body is. Then discuss the meaning of the word "unhealthy." Have the students describe what an unhealthy body is. Introduce the 4 food groups briefly by showing examples of the foods in each group.

The next morning during snacktime serve the children apple slices, orange slices, celery sticks, and carrot sticks. Have them name what they are eating and what type of food each one is. Stress the importance of eating foods from each group every day.

The third day show the film "Health: Your Food."

The fourth day discuss how important a good night's sleep is. Pass out activity sheet for children to do.

The last day play a safe game with the children during recess and stress the importance of safety. Have a discussion on how they can practice safety every day.

Evaluation: Students should be able to:

- describe three characteristics of a healthy body
- describe three characteristics of an unhealthy body
- describe five ways to keep healthy and safe
- describe three ways they care for themselves

(See Evaluation Form for "Our Body.")

Resource Page for
Our Body

Name _____

1. Draw a picture of how you look when you are tired.

2. Draw a picture of what you should do every night so you won't be tired the next day.

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Our Body

Self-Understanding Goal A Grade K

Students are able to:

1. describe three characteristics of a healthy body
2. describe three characteristics of an unhealthy body
3. describe five ways to keep healthy and safe
4. describe three ways they care for themselves

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Healthy	2. Unhealthy	3. Healthy & Safe	4. Care
1				
2				
3				
4				
5				
6				
7				
8				
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13				
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Self-Understanding
Goal B
P.I. 1, 2, 3
Grade K

Picture Book About Me

Self-Understanding

Goal B:	Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency:	Students will describe their appearance and their favorite activities.
Performance Indicator(s):	Students will be able to: 1) identify some basic physical characteristics; 2) describe their own basic appearance; and 3) list their favorite activities.

Activity Objective

Students will identify some of their basic physical characteristics and their favorite activities.

Activity

Total Time:	Four or five class periods
Suggested Subject Matter Area:	Social studies, language arts
Materials/Resources:	Construction paper, pencil, crayons, paints, scissors, glue, and copies of resource pages for each student
Educator's Preparation:	Be familiar with entire activity. Prepare resource pages for each student as needed.

Directions:

At the beginning of the year, have students begin making a *Picture Book About Me* booklet. Make this a progressive activity, but several periods of working on it together will help to give it a solid start. Use language arts sessions to get the students to talk about their names. Ask the question, "What is your name?" and lead them to answer in a sentence pattern, "My name is _____." Teach the students to write their own names. They will complete that page by drawing a self-portrait.

Have the students look in the mirror before beginning this activity. Take time to share the portraits the students have drawn. Urge self-expression about the appearance of everyone and have them describe themselves to the group.

Continue this booklet by having them draw pictures of their favorite activities. Discuss with the students what favorite means; something that is liked very much or chosen above other similar things. In the booklet they can include drawings of their favorite foods, games, as well as pictures of their homes, families, and other important information about themselves. (The supplementary pages can be useful for beginning and adding to their booklets.)

Evaluation: Students should be able to:

- list four examples of some basic physical characteristics
- list three of their own basic physical characteristics
- define the concept of favorite
- list 3 favorite activities

(See Evaluation Form for "Picture Book About Me.")

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Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Picture Book About Me

Self-Understanding Goal B Grade K

Students are able to:

1. list 4 examples of some basic physical characteristics
2. list 3 of their own basic physical characteristics
3. define the concept of favorite
4. list 3 favorite activities

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Examples	2. Own	3. Favorite	4. Activities
1				
2				
3				
4				
5				
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7				
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20				

Self-Understanding
Goal C
P.I. 2, 3
Grade K

Accomplishing Tasks

Self-Understanding

Goal C:	Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency:	Students will describe areas where they are self-sufficient.
Performance Indicator(s):	Students will be able to: 1) identify situations where they are self-sufficient at home; and 2) identify situations where they are self-sufficient at school.

Activity Objective

Students will identify situations where they are self-sufficient at home and at school.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Copy of resource page for each student
Educator's Preparation:	Duplicate copy of resource page for each student. Be familiar with entire activity.

Directions:

Ask the children to respond to the following questions by raising their hands:

Can you . . .

- comb your hair
- give yourself a bath
- dress yourself
- brush your teeth
- sweep a floor (vacuum a floor)
- pick up your toys and put them away
- take out trash
- tie a shoe
- put a puzzle together

Tell the children that there are many things that they can do alone at home and school. Say, "Today you will take turns telling about things you do at home alone and describe how you do this."

In another session, you will focus on things that children can do alone at school, if possible, letting each child demonstrate his/her task.

Distribute the page, "I Am Learning." Explain to the children what you want them to do. Be sure to fill in the blank spaces below. These can be made into a booklet after sharing.

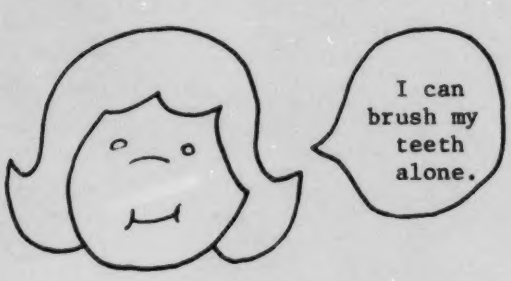
Evaluation: Students should be able to:

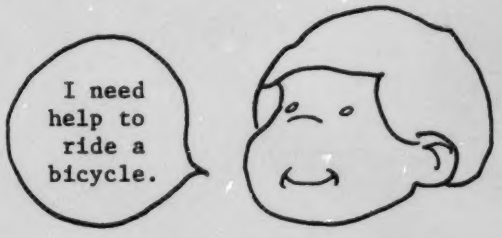
- identify 2 home situations where they are self-sufficient
- identify 2 school situations where they are self-sufficient

(See Evaluation Form for "Accomplishing Tasks.")

I AM LEARNING

There are many things that you can do alone, or all by yourself. Other things you may need help to do right now. In the spaces below, draw two pictures to show something you can do alone and something you need help to do. Fill in the blanks in the sentences, too, if you can.





I can _____ alone.

I need help to _____.

Name _____ _____

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Accomplishing Tasks

Self-Understanding Goal C Grade K

Students are able to:

1. identify 2 home situations where they are self-sufficient
2. identify 2 school situations where they are self-sufficient

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Home	2. School
1		
2		
3		
4		
5		
6		
7		
8		
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13		
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Self-Understanding

Ask your school nurse to give a tooth brushing demonstration to the whole class. Then invite a dentist to tell why he or she performs a valuable service - what may happen to teeth if they do not get the proper care. (Ask him or her to bring one of those living color posters which show a cross-section of a tooth and an unchecked cavity!)

* * * * * * * * * * * * * * *

Ask students to tell about personal experiences in a hospital. Read *Curious George Goes to the Hospital* to the students. Then invite a doctor to explain all the things he or she does to keep us healthy. Ask this person to explain what it's like to stay in the hospital to help take away anxiety about it. Ask this person to explain what would happen if a person with a certain illness could not get necessary medical care.

* * * * * * * * * * * * * * *

Talk about safety as a way of caring for themselves. Present fire drill rules.

-- I know I should walk, **not** run, during a fire drill.
-- I am quiet and listen.
-- I know where to go during a fire drill.
-- I know how to report a fire at school.
-- I never bring matches to school.
-- I do not push or shove during a fire drill.
-- I never block a doorway or an aisle.
-- I will get into my place after I get outside.

Have a fire fighter come and speak to the students about the fire drill rules and the occupation of fire fighter.

* * * * * * * * * * * * * * *

Place a full-length mirror in an accessible location. One at a time, the students are to stand before the mirror and look for something they like about themselves.

* * * * * * * * * * * * * * *

Use a desk lamp, a white crayon and black paper taped to the wall to draw a silhouette of each youngster on black paper. Have the student cut it out and paste it on white paper. Point out that we are all different and that is good.

* * * * * * * * * * * * * * *

Have each student make a model of himself or herself using modeling clay.

* * * * * * * * * * * * * * *

From magazines have students cut pictures of children *most* like themselves and *least* like themselves. Then have the students sit in small sharing circles to explain their choices.

At another time, have the students arrange themselves in groups according to similar traits:

-- teeth missing
-- blue eyes
-- brown eyes
-- curly hair
-- straight hair
-- long hair
-- short hair

-- like to play baseball
-- like to draw pictures
-- like to play outside
-- like to play inside
-- like to play alone
-- like to play with others

* * * * * * * * * * * * * * *

Have each student make an *I can* booklet. They will add a page as a certain skill is mastered. Duplicate one sentence on each page. Use these or others of your own:

-- I can paint.
-- I can color.
-- I can jump.
-- I can turn a somersault.
-- I can print my name.
-- I can name the colors.
-- I can count to ___.

If appropriate, have them trace over the printing with their pencils after they draw and color the picture.

* * * * * * * * * * * * * * *

Post a check-off chart for students to fill in squares when they can tie shoes, button clothing, zip zippers, comb hair and so on.

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

INTERPERSONAL RELATIONS

Interpersonal Relations
Goal A
P.I. 1, 2, 3
Grade K

Speaking and Listening

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will recognize that they listen to and speak with a variety of people.

Performance Indicator(s): Students will be able to: 1) describe listening as opposed to hearing; 2) describe speaking as opposed to babbling; and 3) identify those people they listen to and speak with in different settings.

Activity Objective

Students will discuss listening and speaking and will identify some people they listen to and speak with.

Activity

Total Time: One or two class periods

Suggested Subject Matter Area: Language arts

Materials/Resources: Space in the room to play the game

Educator's Preparation: Be familiar with the entire activity

Directions:

Introduce some commonly heard sounds. Ask students to try to interpret the meaning of each and the setting in which it might be heard.

- a siren
- a police officer's whistle
- a starting gun
- an indoor school bell
- a factory whistle
- an outdoor school bell
- a conductor's baton tapping
- a scream
- a train whistle
- a referee's whistle
- a buzzing alarm clock
- a doorbell
- a stove timer buzzing
- a fire drill

Discuss how these sounds are often heard and the difference between hearing them and listening to them. The students should recognize that listening is paying close attention to what is being heard.

Tell the students that they need to speak clearly and in complete sentences for people to be able to listen to them. Discuss other ways of making noise that isn't really speaking. Have them brainstorm or list several, including babbling, humming, whistling, and singing. Talk about how speaking is making sounds that can be understood by others.

Play the game, *Toadie*.

The students are seated in a circle. One is chosen to be Toadie, who hops to a seated student. The following dialogue takes place:

Toadie: "How are you?"
Child: "I am very well, thank you."
Toadie: "And your neighbor, how is he?"
Child: "Stay here and I'll go see."

Toadie takes the child's chair, the child becomes the new Toadie and the game proceeds.

Process the activity by having the students discuss people in several different places that they listen to and speak with, and why it is important to be able to do these things.

Evaluation: Students should be able to:

- describe listening as paying close attention to what is being heard
- describe babbling and other types of noises
- describe speaking as making sounds that have meaning and can be understood by others
- identify 3 different persons from different settings, to whom they listen to and speak with

(See Evaluation Form for "Speaking and Listening.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Speaking and Listening

Interpersonal Relations Goal A Grade K

Students are able to:

1. describe listening as paying close attention to what is being heard
2. describe babbling and other types of noises
3. describe speaking as making sounds that have meaning and can be understood by others
4. identify 3 different persons from different settings, to whom they listen to and speak with

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Listening	2. Babbling	3. Speaking	4. 3 Persons
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2				
3				
4				
5				
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7				
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Interpersonal
Relations
Goal B
P.I. 1, 2, 3
Grade K

My Family

Interpersonal Relations

Goal B:	Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency:	Students will recognize their family relationships.
Performance Indicator(s):	Students will be able to: 1) identify their own family; 2) recognize the concept of relationship; and 3) recognize how different members of their family are related.

Activity Objective

Students will identify their own family members and their relationships.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Pictures of family members, drawing paper, crayons, and copies of resource page
Educator's Preparation:	Collect family pictures. Be familiar with entire activity, duplicate copies of resource page.

Directions:

Display pictures of family members. Have these identified by the children. If some members are not identified, point these out. Mention that all the people named may or may not be a member of their family. Let each child take a turn naming the people with whom he/she lives.

Explain that they are "related" in some way to other members of their family. Discuss this concept of relationship, as belonging to the same family. Explain that people can be related in many ways: by marriage, by birth, by adoption, etc.

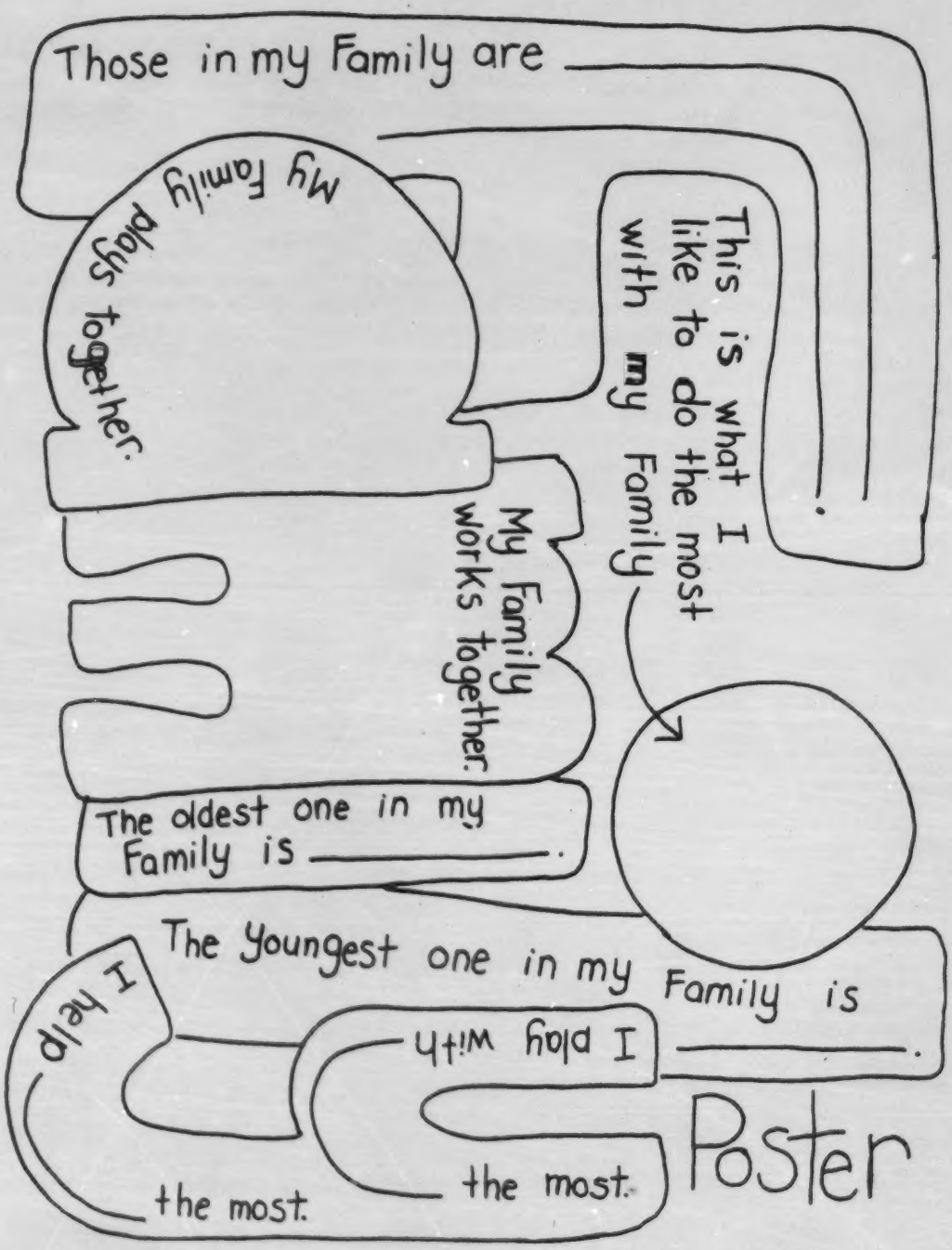
Let the children take turns describing how they are related to each member of their own families.

Let the children draw a picture of his/her family. Give a copy of resource page to each child and help them complete it.

Evaluation: Students should be able to:

- identify each member of their immediate family
- recognize that relationship means belonging to the same family: being related
- recognize how each member of their immediate family is related to the other member

(See Evaluation Form for "My Family.")


Those in my Family are _____.
My family plays together.
This is what I like to do the most with my Family
My Family works together.
The oldest one in my Family is _____.
The Youngest one in my Family is _____.
I help
the most.
I play with
the most.
Poster

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

My Family

Interpersonal Relations Goal B Grade K

Students are able to:

1. identify each member of their immediate family
2. recognize that relationship means belonging to the same family: being related
3. recognize how each member of their immediate family is related to the other member

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Immediate	2. Relationship	3. Recognize
1			
2			
3			
4			
5			
6			
7			
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18			
19			
20			

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade K

I Am in Touch With Many People

Interpersonal Relations

Goal C:	Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency:	Students will describe their work and play relationships with others.
Performance Indicator(s):	Students will be able to: 1) recognize what constitutes a relationship; 2) describe their work and play relationships with others in a variety of settings; and 3) realize that not all relationships have the same degree of closeness.

Activity Objective

Students will discuss relationships and tell about theirs in a variety of settings.

Activity

Total Time:	One or two class periods
Suggested Subject Matter Area:	Language
Materials/Resources:	Copy of resource page for each student
Educator's Preparation:	Duplicate a copy of the resource page for each student. Be familiar with entire activity.

Directions:

Explain the word relationship by talking about connect and connection. Draw two dots on the chalkboard. Now draw a line segment from one almost to the other. Ask the children if the dots are connected. Have them tell you how to draw the line so that the dots are connected. Use the word touch. Yes, now the line is touching the dot. The dots are connected. Tell the students that we are connected to many people, not by lines or safety pins or tape, but by talking. We can say we are in touch with many people; we have relationships with many people.

Distribute copies of I Am in Touch with Many People This page has six boxes. In the large box each student will draw a picture of him/herself. In the remaining boxes the students will draw pictures of five other people with whom they are in touch or with whom they have relationships. Those who are able may add names as well. Tell them that these five names represent only some people with whom they have relationships.

To process this activity ask students to raise their hands if they have illustrated any of the following relationships:

- you and your father
- you and your aunt
- you and your uncle
- you and your grandmother
- you and your grandfather
- you and your teacher
- you and a doctor
- you and your mother
- you and a neighbor
- you and a friend
- you and a classmate
- you and your dentist
- you and your cousin
- you and the principal

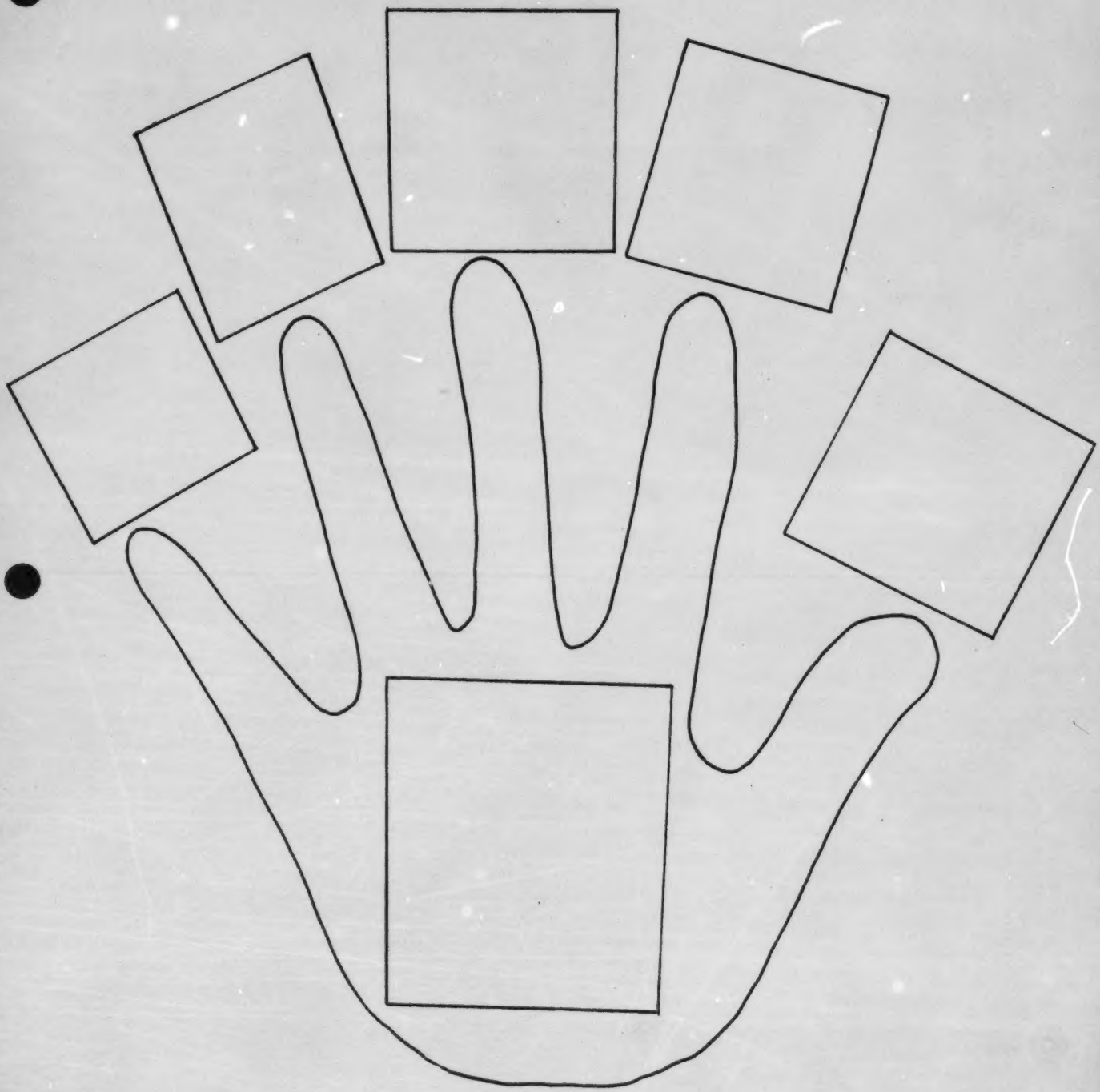
Ask if anyone has shown any other relationships. Post these relationship illustrations in a space which you have captioned "I Am in Touch With Many People."

Evaluation: Students should be able to:

- recognize a relationship as a connection between two people
- describe one relationship for each of these settings: home, school, and town
- describe the difference between the relationships with a parent and with a neighbor

(See Evaluation Form for "I Am in Touch With Many People.")

Resource Page for
I Am in Touch With Many People



Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

I Am In Touch With Many People

Interpersonal Relations Goal C Grade K

Students are able to:

1. recognize a relationship as a connection between two people
2. describe one relationship for each of these settings: home, school, and town
3. describe the difference between the relationships with a parent and with a neighbor

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Connection	2. Settings	3. Difference
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ACTIVITY IDEAS

Grade Kindergarten
Content Area: Interpersonal Relations

Make a chart listing the different persons that students spoke with or listened to on the previous day,

PEOPLE	PLACE
Mother	Home
Father	Home
Brother	Home
Neighbor	Front Yard

* * * * * * * * * * * * * * *

Play a game of riddles to help students focus on the strengths of one another. A person is "IT". He or she says something positive about a fellow classmate. The others try to guess who the positive statement describes. The student who guesses is next to become "IT".

> This game may work best if the large group is subdivided into smaller ones.

* * * * * * * * * * * * * * *

Make a class picture dictionary showing ways that families have fun together. The students can use pictures they have cut from magazines.

* * * * * * * * * * * * * * *

Ask students to help you prepare a list of things that help *start* fights and quarrels.

Then ask students to help you list things which help *stop* fights and quarrels.

* * * * * * * * * * * * * * *

Have each student make a paper bag puppet to represent himself or herself. They can use yarn or crepe paper for hair.

Then ask students to get into small groups and have their puppets explain how they feel about one of the following:

-- school
-- family
-- brothers and sisters
-- divorce
-- fighting
-- neighbors

> Some of these topics may be considered too high-risk for children to simply talk about. But using puppets or having a student role play to express feelings, adds an element of safety to high-risk topics.

* * * * * * * * * * * * * * *

Sit with the students in a circle on the floor. Ask them to think about people they like. Then ask them to suggest things which make people likeable. With a felt-tipped pen write each suggestion on a strip of paper. Then have the students help you sort these. Paste them on a bulletin board or poster paper:

THINGS PEOPLE LIKE	
Things We Say:	Things We Do:

Interpersonal
Relations
Goal D
P.I. 1, 2
Grade K

Would You Kiss the Butcher?

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will recognize various interpersonal relationships in their lives.

Performance Indicator(s): Students will be able to: 1) describe different people with whom they interact; and 2) describe how they act differently with different people.

Activity Objective

Students will discuss people with whom they interact.

Activity

Total Time: One class period

Suggested Subject Matter Area: Social studies

Materials/Resources: None

Educator's Preparation: Be familiar with entire activity

Directions:

Ask the children to brainstorm all the people they see and talk with everyday.

Go back over the list and ask children to tell some things they do with the people listed and what they say to them.

After three diverse examples, begin to point out differences in ways to relate to people. For example - they hug their mother, not the storekeeper; can talk loudly with friends, not during class.

Evaluation: Students should be able to:

- describe three people with whom they interact
- describe how they act differently with each of those persons

(See Evaluation Form for "Would You Kiss the Butcher?")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Would You Kiss the Butcher?

Interpersonal Relations Goal D Grade K

Students are able to:

1. describe three people with whom they interact
2. describe how they act differently with each of those persons

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. 3 People	2. Describe
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2		
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SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Expressing Ideas
Goal A
P.I. 1, 2
Grade K

Feelings

Expressing Ideas

Goal A:	Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency:	Students will recognize different expressions for various feelings.
Performance Indicator(s):	Students will be able to: 1) describe various feelings people can have; and 2) recognize how people express their different feelings.

Activity Objective

Students will be able to describe various feelings people can have and recognize how people express their different feelings.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Pictures of people showing different facial emotions. Copies of resource pages for each student.
Educator's Preparation:	Secure various pictures of people showing emotions. Be familiar with entire activity. Duplicate resource pages.

Directions:

Show each picture to the class and have them describe the different feelings that the pictures portray. Then have children tell about the various feelings they have felt recently. After a thorough discussion, ask for volunteers to role-play. Tell the children to act out a situation when they felt happiness, fear, anger, surprise, etc.

Tell the other students to watch how they express their feelings. If time remains then the students can be divided into small groups to have them practice labeling their feelings. The resource pages can be used to reinforce the concepts of feelings in this activity.

Evaluation: Students should be able to:

- describe three different feelings
- recognize one way that people express their feelings

(See Evaluation Form for "Feelings.")

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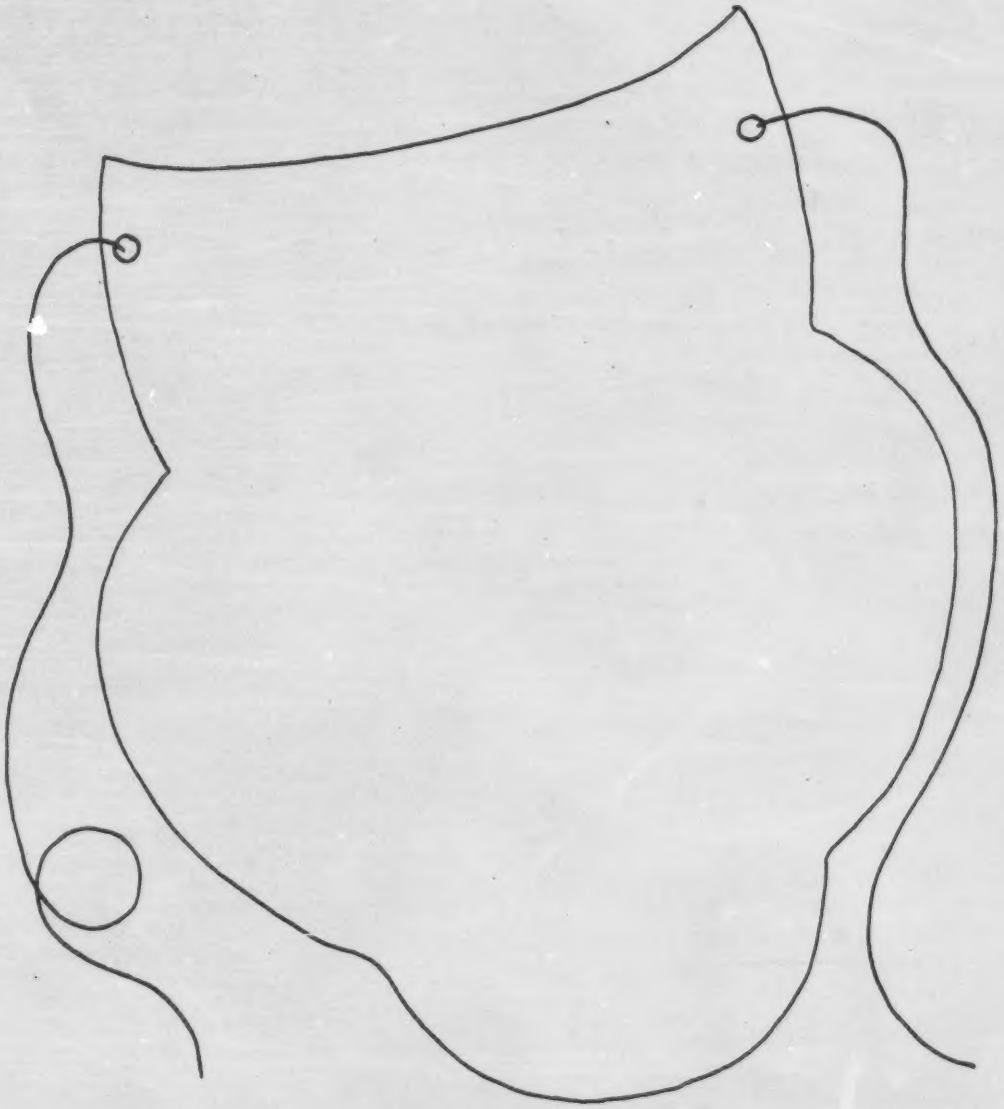
Put on a _____ face.

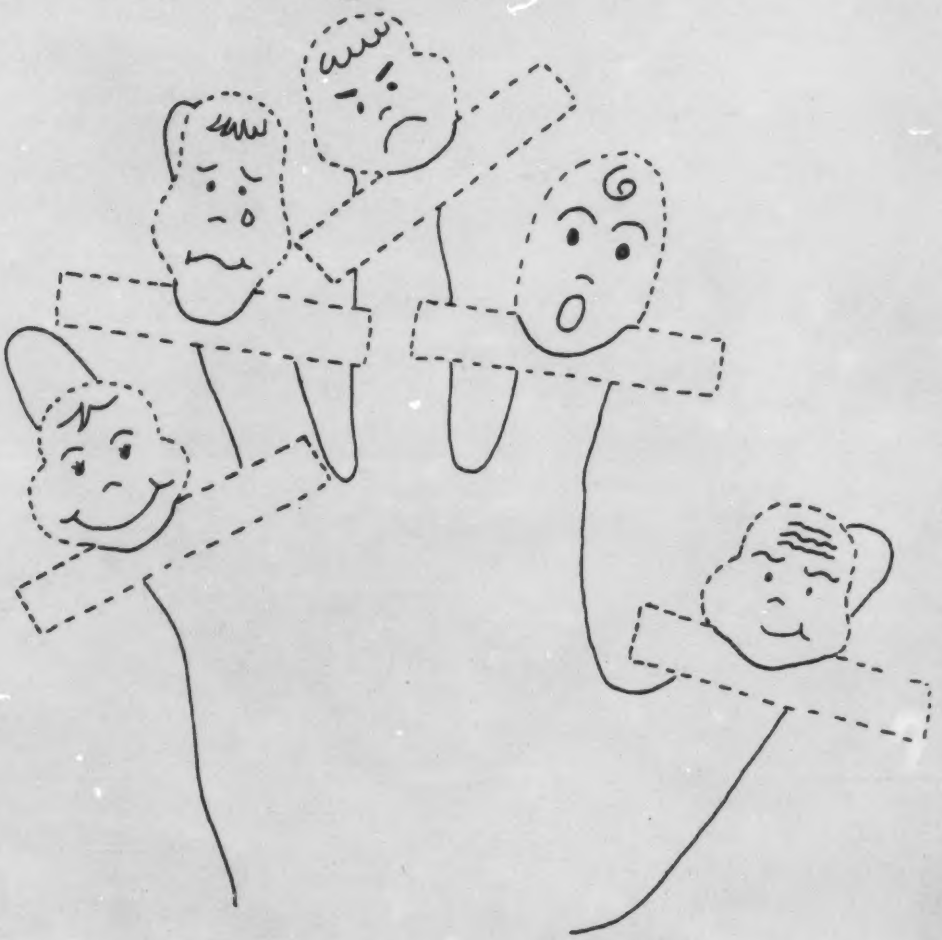


43

44

45

Feelings Fingers



Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Feelings

Expressing Ideas Goal A Grade K

Students are able to:

1. **describe three different feelings**
2. **recognize one way that people express their feelings**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Describe	2. Recognize
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2		
3		
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Expressing Ideas
Goal B
P.I. 1, 2
Grade K

My Own Way

Expressing Ideas

Goal B:	Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency:	Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.
Performance Indicator(s):	Students will be able to: 1) describe situations when they want to have their own way; and 2) describe situations when others want to have their own way.

Activity Objective

Students will discuss situations when people want to have their own way.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	None
Educator's Preparation:	Be familiar with entire activity

Directions:

Introduce the activity by telling the students you have some situations for them to act out or role play. Following each role play, the "actions" will answer your questions.

Here are some questions to follow:

- Show how you felt when your partner had the object, and you couldn't get it.
- Show how you felt when you had the object, and your partner couldn't get it.

Here are the role play situations:

- Two people both want to write, but there is only one piece of paper.

- Two people both want to look at the same book.
- Two people both want a piece of pie, but there is only one left.
- Two people both want to play with the same ball.

Process the activity by having students share their feelings about what they think when they get their own way, and what they think when they don't. Ask them to share other times at home and at school when this has happened.

Evaluation: Students should be able to:

- describe one time when they want to have their own way
- describe one time when someone else wanted to have his/her own way

(See Evaluation Form for "My Own Way.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

My Own Way

Expressing Ideas Goal B Grade K

Students are able to:

1. **describe one time when they want to have their own way**
2. **describe one time when someone else wanted to have his/her own way**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Their Way	2. Others
1		
2		
3		
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Expressing Ideas

Play recorded music that expresses a mood: happy, sad or excited. Let the students respond with body movement.

* * * * * * * * * * * * * * *

Have each student draw a picture showing the funniest, scariest, happiest or saddest thing he or she has ever seen. Have everyone draw on the same theme. Arrange students in small groups (sharing circles). Have them take turns explaining their pictures to one another.

* * * * * * * * * * * * * * *

Together with the students prepare a story titled "What is a Smile?".

Process the activity by asking:

-- What do smiles do for other people?
-- What do smiles do for you?
-- When does your mother smile?
-- When does your father smile?
-- When do you smile?
-- When does your teacher smile?

* * * * * * * * * * * * * * *

Post a large chart captioned thus:

OUR GAMES	
Any number can play:	A certain number can play:
Tag	4 Hi-Ho! Cherry-O
Farmer in the Dell	4 Candyland
London Bridge	2 Checkers
Duck, Duck, Grey Duck	8 Chinese Checkers

Sometimes disagreements and feelings of rejection arise over how many can play a game. Explain that some games can be played by only a certain number of people. Ask the students for examples (Cherry-O, Candyland, and so on). Write these on the chart.

Explain that, on the other hand, some games can be played by anyone who wants to play - everybody can play. Ask students to give some examples of these (Tag, Farmer in the Dell, and so on). Bring out the games on your game shelf.

Ask the students to help categorize those games. You may even want to label each box with a number to indicate how many can play. Use a + or ? to label those games which any number can play.

Have them help you categorize some of their favorite recess games. Add these to the chart.

> You may want to point out the fact that choosing recess games which any number can play will help prevent disagreements at recess time.

When teaching new games during the year, add them to the chart under the appropriate heading.

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

GATHERING AND PROCESSING INFORMATION

Gathering and Processing Info.
Goal A
P.I. 1, 2, 3
Grade K

Activities at Home

Gathering and Processing Information

Goal A:	Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency:	Students will describe their daily activities at home.
Performance Indicator(s):	Students will be able to: 1) describe chores or things they do to help at home; 2) describe things they do at home to have fun; and 3) describe activities the family does each day together.

Activity Objective

Students will be able to describe activities that they and their family do at home.

Activity

Total Time:	Two class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Copy of attached sheet and drawing paper for each child.
Educator's Preparation:	A copy of attached sheet and a piece of drawing paper for each child. Be familiar with entire activity.

Directions:

Begin the activity by asking children to name the chore(s) they do at home. After each child has given his/her answer, then ask each child to tell what they do at home to have fun. Discuss how important it is for all children to help out at home and have fun. Pass out a copy of the attached sheet to each child and explain the directions. After they are finished let the children share their pictures in small "sharing" groups.

In the next class period talk about how not only the student but his/her whole family has certain activities at home also. Discuss how each member has certain chores or fun activities that they do alone. Also discuss how

some activities, whether work or fun are done by the whole family together. Pass out a drawing sheet to each child and let them draw a picture of their family at home. Let each child share their picture with the class.

Evaluation: Students should be able to:

- describe one chore or thing they do to help at home
- describe two activities they do at home to have fun
- describe one activity the family does each day together

(See Evaluation Form for "Activities at Home.")

Here I am doing my chores at home.	Here I am having fun at home.

Name _____

Resource Page for
Activities at Home

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Activities at Home

Gathering and Processing Information Goal A Grade K

Students are able to:

1. describe one chore or thing they do to help at home
2. describe two activities they do at home to have fun
3. describe one activity the family does each day together

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Chores	2. Home	3. Family
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Gathering and Processing Info.
Goal B
P.I. 1, 2, 3
Grade K

What I Learn At Home

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will describe those things they learn at home.

Performance Indicator(s): Students will be able to: 1) describe those things they do at home; 2) discuss where they learned to do those things and who taught those things to them; and 3) describe some activities or ideas they learned at home.

Activity Objective

Students will discuss some things they learned at home and how they learned them.

Activity

Total Time: One class period

Suggested Subject Matter Area: Social studies, language arts

Materials/Resources: Crayons, paper for each student

Educator's Preparation: Be familiar with entire activity

Directions:

Tell the children that they are going to talk about some things they do at home. Ask them to respond to the following questions by raising their hands:

Can you . . .

- brush your teeth
- make a bed
- get dressed
- pick up toys
- wash your hands before meals
- set the table
- get your breakfast
- feed the pets
- tie your shoes
- comb your hair

After they have responded to these, go back and ask how they learned to do each of these things. Have them give examples of who taught them.

Have the children draw a picture of one activity they have learned to do at home.

Evaluation: Students should be able to:

- describe two things they do at home
- discuss where they learned to do those things and who taught them
- describe one activity they learned at home

(See Evaluation Form for "What I Learn At Home.")

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Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

What I Learn At Home

Gathering and Processing Information Goal B Grade K

Students are able to:

1. describe two things they do at home
2. discuss where they learned to do those things and who taught them
3. describe one activity they learned at home

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. 2 Things	2. Where	3. 1 Activity
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Gathering and Processing Info.
Goal C
P.I. 1, 2, 3
Grade K

Job Turnabout

Gathering and Processing Information

Goal C:	Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency:	Students will mentally project adults into work-activities other than those they do presently.
Performance Indicator(s):	Students will be able to: 1) identify some adults they know; 2) describe the kinds of work activities those adults perform; and 3) imagine and describe those adults doing a completely different work activity.

Activity Objective

Students will be able to identify and describe the kinds of work some adults do and imagine those adults doing a completely different work activity.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Laminated sheets with pictures of workers and their titles, grease pencils (ex. activity sheet)
Educator's Preparation:	Be familiar with entire activity

Directions:

Begin the class period with a discussion on the adults they know and the work they do. Let each child name at least two adults and their work. Ask the children to close their eyes and imagine those adults they described doing a completely different work activity (i.e., a nurse being a lion-tamer). Have each child tell what that adult's work would be then and the activities that the adult would do.

Evaluation: Students should be able to:

- identify two adults they know
- describe 1 work activity for each adult identified in #1
- imagine and describe those adults doing one completely different work activity

(See Evaluation Form for "Job Turnabout.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Job Turnabout

Gathering and Processing Information Goal C Grade K

Students are able to:

1. identify two adults they know
2. describe one work activity for each adult identified in #1
3. imagine and describe those adults doing one completely different work activity

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Identify	2. Describe	3. Different
1			
2			
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Gathering and Processing Information

Have students pantomime things they can do to be good family helpers:

-- set the table
-- help with dishes
-- make beds
-- pick up toys
-- hang up clothing
-- care for pets
-- bring in the newspaper
-- get the mail

* * * * * * * * * * * * * * *

Give each student one blank sheet of paper for each member of his/her family. Have students draw a picture of the family member on one side and then have the students draw on the back a picture of something that family member has taught or is teaching them. Make a cover called LEARNING AT HOME and allow the students to decorate it. Staple the sheets inside the cover and make a booklet for each student.

* * * * * * * * * * * * * * *

Arrange for different teachers, the school secretary, the principal, the custodian, etc. to visit the classroom. Ask them to talk to the class about the topic "If I could not be a teacher (or whatever their present job is), then I would like to be a . . ." and why they are interested in that occupation. Encourage the students to ask questions. Have the students ask their parents the same type of questions and then share the answers with the class the next day. Be sure you also take part and give the students your ideas of an alternate career.

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities
Goal A
P.I. 1, 2, 3
Grade K

My Family

Rights and Responsibilities

Goal A: (Individual)	Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency:	Students will describe what makes up a family.
Performance Indicator(s):	Students will be able to: 1) describe who makes up their family; 2) discuss the differences in the families of the students in their classroom; and 3) discuss the common characteristics of families.

Activity Objective

Students will be able to describe who makes up their family and discuss the differences and common characteristics of families.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies, language arts
Materials/Resources:	Bulletin board with the title, *My Family*
Educator's Preparation:	Be familiar with entire activity

Directions:

One week before class period advise students to bring in a photograph of their family. Before class period put up the photographs the students brought on the bulletin board. (IF student does not bring in a photograph he/she may draw a picture.) Let each child come up to the bulletin board to show his picture. Have the child describe who makes up his family and tell if anyone is missing.

After each child has told about his family then ask the class about some of the differences between the class's families. Say, "Are there differences between different families in the number of parents or brothers and sisters?" Let the children discuss the differences between families.

Then say, "Let's talk about the things that are the same about families." Bring into the discussion that a family has at least one adult and one other person who care about each other.

Evaluation: Students are able to:

- describe who makes up their family
- discuss the differences in the families of the students in their classroom
- discuss the following characteristics of families in that a family is a group of people who care about each other and that every family has at least one adult and one other person

(See Evaluation Form for "My Family.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

My Family

Rights and Responsibilities Goal A Grade K

Students are able to:

1. describe who makes up their family
2. discuss the differences in the families of the students in their classroom
3. discuss the following common characteristics of families:
   - a family is a group of people who care about each other and that every family has at least one adult and one other person

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Family	2. Differences	3. Characteristics
1			
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Rights and
Responsibilities
Goal B
P.I. 1, 2
Grade K

How I Learn

Rights and Responsibilities

Goal B: (Learner)	Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency:	Students will describe what learning is and how they are learners.
Performance Indicator(s):	Students will be able to: 1) describe what learning means; and 2) describe how they are learners.

Activity Objective

Students will be able to describe learning and how they are learners.

Activity

Total Time:	Two class periods one week apart to introduce and close activity
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Copy of resource page for each student
Educator's Preparation:	Duplicate for each student a copy of resource page, be familiar with entire activity

Directions:

Ask the students to think of a new task they would like to try in their home that they do not usually perform. Prepare the duplicated letter to send home asking parents' cooperation. Fill in a blank for each student's particular task. Ask that students be able to try the task for a week. Explain also that the students need to be aware of the fact that helpful suggestions are very valuable in learning new things.

Let the students have sufficient time to discuss possible tasks they would like to learn to do. Have them individually tell you what task they have decided to learn to do, so that their letters can be filled in.

After a week ask the students such things as:

- were you able to do your task immediately
- how did you learn
- did anyone give you suggestions
- who gave you suggestions
- what were the suggestions
- did they help you

Discuss how what they did was learning. Have the students tell what they think learning is. Let them discuss other ways they think they are learners and other things they are learning.

Evaluation: Students should be able to:

- define learning in their own words
- describe 2 things they are learning
- indicate where they are learning these things
- indicate if anyone else is helping them to learn these things

(See Evaluation Form for "How I Learn.")

Dear Parent(s),

We are doing an activity at school in which your child will be learning to do a new task at home. He/she has chosen to learn to _____. We would appreciate your cooperation in teaching this task, as well as any suggestions to make it easier for your child. Thank you for your help.

Sincerely,

_____

(teacher's name)

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

How I Learn

Rights and Responsibilities Goal B Grade K

Students are able to:

1. define learning in their own words
2. describe 2 things they are learning
3. indicate where they are learning these things
4. indicate if anyone else is helping them to learn these things

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Define	2. 2 Things	3. Where	4. Helping
1				
2				
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Rights and Responsibilities
Goal C
P.I. 1, 2, 3
Grade K

What are Rules?

Rights and Responsibilities

Goal C: (Consumer)	Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency:	Students will describe those rules they follow at home and school and why those rules are necessary.
Performance Indicator(s):	Students will be able to: 1) describe what is meant by a rule; 2) identify rules they follow at home and at school; and 3) describe why rules are necessary.

Activity Objective

Students will discuss rules and why they are necessary.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Drawing paper, colors
Educator's Preparation:	Collect materials, be familiar with entire activity

Directions:

Introduce the word "rule" and ask if anyone has ever heard that word before. Discuss how a rule is a command, a law, or a statement of what to do or what not to do.

Brainstorm with the children all the rules they can think of. Record the list of rules. Now discuss each rule with the children deciding if it is a school rule or a home rule. Some rules will apply to both places. List the rules on the board, under the headings of "School" or "Home." After all rules have been listed and discussed, ask the children to each choose one rule that they follow. Ask each child to draw a picture showing them following the rule they chose.

Discuss each student's picture, pointing out what might happen if that rule wasn't followed. Encourage the children to point out some reasons why these rules are necessary (protect self and others, keep order). Point out that not everyone follows the same rules. An example might be an older sibling or parent has a later bedtime. Have students share their feelings on differing rules.

Evaluation: Students should be able to:

- describe a rule
- identify one rule they follow at home, and one they follow at school
- discuss the necessity of rules and how different people can have different rules

(See Evaluation Form for "What are Rules?")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

What Are Rules?

Rights and Responsibilities Goal C Grade K

Students are able to:

1. describe a rule
2. identify one rule they follow at home, and one they follow at school
3. discuss the necessity of rules and how different people can have different rules

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Rule	2. Identify	3. Necessity
1			
2			
3			
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Rights and
Responsibilities
Goal D
P.I. 1, 2, 3
Grade K

Shopping Time

Rights and Responsibilities

Goal D: (Citizen)	Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency:	Students will describe the appropriate place of purchase for various items.
Performance Indicator(s):	Students will be able to: 1) describe several things their family purchases; 2) identify the places where items are purchased; and 3) discuss why it is important to know where to purchase items.

Activity Objective

Students will describe various things their family buys and where they are bought.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Various items - groceries, clothes, tools, furniture, toys, etc.
Educator's Preparation:	Collect various items, be familiar with entire activity

Directions:

Have various items placed in a pile. As you hold up each one, have the children discuss if it's something their family buys. Have samples of groceries, clothes, tools, furniture, toys, etc.

After the children have identified the items as something their family buys, ask for volunteers to tell where their family buys these things. Urge students to give specific places, not general. For example, groceries are purchased at a grocery store, tools at a hardware store, and clothes at a clothing or department store.

Now have the children pretend they are going shopping. Discuss what they thought would happen if they went to the wrong store. Have one child volunteer to be a hardware store. Choose another child to go there and try to buy a shirt. What would happen? Help the children to draw the conclusion that it saves time to go to the right store first.

Evaluation: Students should be able to:

- describe two things their family purchases
- identify stores where the above items can be purchased
- discuss how it saves time to go to the right store first

(See Evaluation Form for "Shopping Time.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Shopping Time

Rights and Responsibilities Goal D Grade K

Students are able to:

1. describe two things their family purchases
2. identify stores where the above items can be purchased
3. discuss how it saves time to go to the right store first

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Describe	2. Stores	3. Discuss
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Rights and
Responsibilities
Goal E
P.I. 1, 2
Grade K

Parents at Work

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will describe the work-activities of family members.

Performance Indicator(s): Students will be able to: 1) identify the members of their families; and 2) describe the work-activities that each family member does.

Activity Objective

Students will identify work-activities of their family members.

Activity

Total Time: Two class periods

Suggested Subject Matter Area: Social studies

Materials/Resources: Drawing paper, masking tape

Educator's Preparation: Be familiar with definition of work-activities; you may want to make this the last class of the day or hand drawing paper to the students as they leave

Directions:

Present the word "work". Many things we do every day are work-activities. What is work for one person may not be work for someone else. For example, there are many people living near the ocean whose job it is each day to gather fish. They get up early in the morning and go out on boats and spend the whole day fishing. At the end of the day they bring the fish they have caught to sell in the markets to other people. For these people fishing is work. Many other people have other kinds of jobs. They work in factories, homes, schools, stores, offices, hospitals, and other places. Sometimes when they are not working, these people take fishing rods and go to rivers and lakes and spend some time fishing. For these people fishing is not work, but it is something they do to relax and have fun.

Then ask:

-- Why is fishing considered work for the people who do it each day to get fish to sell?

-- Would fishing be work for your parents?

-- Would it be work for you?

-- What kinds of things at school do you do that you consider to be work?

-- What work do you do at home?

Ask students to find out what kind of work their parent(s) does(do). Give them a blank sheet of drawing paper. Have them take the paper home and ask their parent(s) to help draw and color a picture of their work. Ask them to include appropriate tools, equipment, or uniforms. When the students bring back the pictures, let them take turns explaining their pictures, and then tape them up on a space you have captioned "PARENTS AT WORK."

Students may want to include other members of the family - older brothers or sisters, aunt, grandparents, etc., who may live at their home.

When you take the pictures down, you may want to put them in a booklet titled "Parents at Work." Add these booklets to your chalk ledge display.

Evaluation: Students should be able to:

- name the members of their immediate families (actually related or not)
- describe one work-activity for each family member named above

(See Evaluation Form for "Parents at Work.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Parents at Work

Rights and Responsibilities Goal E Grade K

Students are able to:

1. **name some family members**
2. **describe one work-activity for each family member named above**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Family	2. Work
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ACTIVITY IDEAS

Grade Kindergarten
Content Area: Rights and Responsibilities

Have the class collaborate to make a scrapbook of homes and families. They will use magazine pictures for this. They can sort and paste their pictures on either of two blank sheets of poster paper: one captioned *Homes*, and the other *Families*.

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Take the students on a tour of the school to see the different ways that students learn. Arrange to take them into the classrooms to meet the other teachers and to see the students at work. (The students won't mind the interruption! Older students seem to feel warm and protective toward kindergarteners!)

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Adjusting to school is an important task of the kindergartener. Adjusting to a new situation is a valuable skill we will use all our lives. All the time spent helping students learn the routine can have long-range benefits for them. We need to bring in adults to speak about routines.

Parents can talk about routines they learned for new jobs or positions. Ask them to speak about specific situations in which learning a routine helped them to adjust.

Then tell the students that going to school is their job. Ask them to think through the daily schedule and list the things they do every day at about the same time. Tell them this is what the word *routine* means.

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Develop rules with the students. Explain them and call attention to those who abide by them. At the end of a week each student should be able to recite at least three of them.

-- Be a good listener.
-- Raise your hand to talk.
-- Take turns and share.
-- Use equipment carefully.
-- Be on time.
-- Be a good housekeeper.
-- Walk quietly in the hall.

* * * * * * * * * * * * * * *

Present safety rules for riding on the school bus.

-- Remain seated.
-- No loud talking.
-- Keep hands inside the bus.
-- Don't throw things.
-- Don't bother others.
-- Don't run.

Invite a school bus driver to explain his or her work, the need for safety rules and the rules themselves. Have the students color and cut a school bus.

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Use the chalkboard to list rules the students have in their families. Then go through the list and decide to whom each rule applies and why. Attempt to connect rules, reasons and ages of people.

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Help students to name things they have used that day (toothpaste, soap, milk, cereal, clothing, etc.) and the places where such items can be purchased. Do not forget to include used clothing stores, garage sales, etc., where appropriate.

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Have the students prepare a bulletin board display of jobs done in the home. Have the students decide if the job can be done by the mother, the father, the children or by everyone. (Be careful of sex-role stereotyping.) Label each picture accordingly. Discuss factors which might alter the performance of household jobs in their homes (Mother gets sick so the children and Dad fold the clothes).

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Have students improvise words and actions to the tune of "Here We Go 'Round the Mulberry Bush," depicting work they do at home. Then repeat on another day but have them depict work they do at school.

"This is the way we wash the car,
Wash the car, wash the car,
This is the way we wash the car,
To get the mud and dirt off."

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Invite parents to come to explain their hobbies and to name occupations related to the hobby.

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

Valuing and
Decision-Making
Goal A
P.I. 1, 2
Grade K

My Favorites

Valuing and Decision-Making

Goal A:	**Students will develop and incorporate an understanding of how values affect lives.**
Competency:	**Students will describe people and activities they enjoy.**
Performance Indicator(s):	**Students will be able to: 1) describe people they enjoy being with; and 2) describe activities they enjoy taking part in.**

Activity Objective

Students will be able to describe people and activities they enjoy.

Activity

Total Time:	**Two class periods**
Suggested Subject Matter Area:	**Social studies, language arts**
Materials/Resources:	**A copy of each supplemental activity sheet for each student**
Educator's Preparation:	**Duplicate activity sheets, be familiar with entire activity**

Directions:

Open the class period by asking the students to think of some people they enjoy being with. Let each child tell who their favorite people are, and have the children tell why they enjoy being with those certain people. After the discussion, pass out the sheet "My Favorite People" to each student. Tell them to draw two pictures of their favorite people.

In the next class period, remind the students of their discussion on favorite people. Tell them that today you are going to discuss their favorite activities. Let each child verbalize two favorite activities and have them describe why they enjoy them. Pass out a copy of "My Favorite Activities" and let the children draw their activities. Children will need help in writing the activity titles at the bottom.

If time remains, let the class participate in a game of "Charades" where they can act out their activities.

Evaluation: Students should be able to:

- identify two people they enjoy being with and describe why they enjoy being with those two people
- identify two activities they enjoy taking part in and describe why they enjoy those two activities.

(See Evaluation Form for "My Favorites.")

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MY FAVORITE PEOPLE

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Resource Page for
My Favorites

MY FAVORITE ACTIVITIES

Teacher *Date(s)*

ACTIVITY EVALUATION FORM

My Favorites

Valuing and Decision-Making Goal A Grade K

Students are able to:

1. identify 2 people they enjoy being with and describe why they enjoy being with those 2 people
2. identify 2 activities they enjoy taking part in and describe why they enjoy those 2 activities.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. People	2. Activities
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Valuing and
Decision-Making
Goal B
P.I. 1, 2
Grade K

Making Choices

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will describe choices they make.

Performance Indicator(s): Students will be able to: 1) identify what a choice is; and 2) describe various choices they make.

Activity Objective

Students will discuss choices they make.

Activity

Total Time: One class period

Suggested Subject Matter Area: Social studies

Materials/Resources: Art materials

Educator's Preparation: Be familiar with entire activity

Directions:

Introduce the word "choice" to the students. Describe a choice as picking or deciding on something, or a selection.

Brainstorm with the students, asking them to identify various choices they make. Some sample items could be picking out their clothes, what color to use on a picture, or where to sit in story time.

Tell the children they will now color a picture. Ask them to identify some choices they will need to make to do this (choose paper, colors, what they will draw). As the children color their picture, discuss any new choices that haven't been named.

Evaluation: Students should be able to:

- define choice
- describe two choices they make

(See Evaluation Form for "Making Choices.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Making Choices

Valuing and Decision-Making Goal B Grade K

Students are able to:

1. **define choice**
2. **describe two choices they make**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Define	2. Describe
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Valuing and
Decision-Making
Goal C
P.I. 1, 2
Grade K

We Make Decisions

Valuing and Decision-Making

Goal C:	**Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.**
Competency:	**Students will describe decisions they make by themselves.**
Performance Indicator(s):	**Students will be able to: 1) define decision as a choice; 2) describe different decisions in their lives; and 3) identify those decisions they make by themselves.**

Activity Objective

Students will recognize decisions they make and which of those decisions are made by themselves.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Language arts, social studies
Materials/Resources:	Drawing paper, crayons
Educator's Preparation:	Be familiar with entire activity, make 3 signs for wall - NEVER, SOMETIMES, and ALWAYS

Directions:

Introduce the word *decision*. There are times when we have to "make decisions." Another way to say that is: there are times when we have to "make up our minds."

Tell the students they will be voting on some questions about their decisions. To answer *yes*, they raise their hands. To answer *no*, they keep their hands down. Seat students so they can see the responses of one another. Read these questions:

- Do you decide when to get up?
- Do you decide what to wear?
- Do you decide how to brush your teeth?
- Do you decide what to eat for breakfast?
- Do you decide how to get to school?

- Do you decide what colors to use when you make pictures?
- Do you decide whether or not to do your work?
- Do you decide whether or not to smile?
- Do you decide where you will live?

Then, call their attention to the signs on the wall:

NEVER	SOMETIMES	ALWAYS

Help them to go stand under the sign that shows their own answer to these questions:

- Do you decide what to do after school?
- Do you decide how to get home from school?
- Do you decide what snack to eat after school?
- Do you decide what is served for dinner?
- Do you decide when it's time for bed?

Now pass out drawing paper. Ask each student to make a picture showing a decision he or she makes.

Post the pictures in an area which you have captioned "We Make Decisions." When you take them down in a few weeks, assemble them into a picture booklet for your chalk ledge collection. Students may look at these in their spare time. You may want to have students dictate their picture titles to you.

Evaluation: Students should be able to:

- define decision as a choice
- describe three different decisions in their lives, made by themselves and/or others
- identify two decisions they make by themselves

(See Evaluation Form for "We Make Decisions.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

We Make Decisions

Valuing and Decision-Making Goal C Grade K

Students are able to:

1. define decision as a choice
2. describe three different decisions in their lives, made by themselves and/or others
3. identify two decisions they make by themselves

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Choice	2. 3 Decisions	3. By Selves
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Valuing and Decision-Making

Caption a bulletin board *Student of the Week*. Each week a student will be the subject of the bulletin board. With the help of parents, select pictures, clippings, and objects to display. Each student could dictate a few lines about himself or herself to be posted on the bulletin board. You may want to send home a duplicated letter to parents at the beginning of the year. Include the schedule for each student's turn. Ask them to be collecting things and talking about it with their children.

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Students need to be able to plan the use of some free time every day. Continue letting them do this, but have them make a commitment ahead of time for specific materials and/or art activities.

Explain all the choices they have. (Be sure to have a variety and enough for all.) Set up a few guidelines for behavior and responsibility. Increase the time as the students show they are ready for longer blocks of time. You may want to record their choices on a large chart to inspire them.

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There are many times when a student asks to do something and the answer is "yes" or "no." When the answer is "yes" say instead, "That's your decision" or "You may decide." This should help students be aware of the fact that we are always making decisions.

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

ACHIEVEMENT MOTIVATION

Achievement
Motivation
Goal A
P.I. 1, 2, 3
Grade K

Job Mobile

Achievement Motivation

Goal A:	Students will develop and incorporate skill in planning and setting goals.
Competency:	Students will describe what job they desire to do when they "grow up."
Performance Indicator(s):	Students will be able to: 1) name several different jobs; 2) describe what a "grown-up" is and name some grown-ups they know; and 3) describe some jobs they might like to do when they grow up.

Activity Objective

Students will be able to name several jobs, describe some "grown-ups" they know, and describe some jobs they might like to do when they grow up.

Activity

Total Time:	Two or three class periods
Suggested Subject Matter Area:	Social studies, art
Materials/Resources:	A cardboard figure of a person for each student, paint and/or crayons, hangers and string
Educator's Preparation:	Cut out cardboard figures and collect other materials; be familiar with entire activity

Directions:

Begin class by having children name some different jobs. Try to let each child name at least one different job (i.e., teacher, fireman, etc.). Then tell the class to think of what a "grown-up" is. Have some children describe what a "grown-up" is in their own words. Make sure all children understand what a "grown-up" is.

After this discussion tell the students to close their eyes and dream about what they would like to do when they grow up. Tell them to think of at least two jobs. After all the students have thought of jobs, have them draw and color a picture of what they would like to be when they grow up. Save these pictures for the next class period.

In the next class period pass out the cardboard figures and tell the children that they are going to make a mobile. Have the children design their figures according to the pictures they drew on what they want to be when they grow up. When the children have finished, let them share their figure with the class. Then attach figures with string and mount on hangers and hang from ceiling.

Evaluation: Students should be able to:

- name three different jobs
- describe in their own words what a grown-up is and name two grown-ups they know
- describe two jobs they might like to do when they grow up

(See Evaluation Form for "Job Mobile.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Job Mobile

Achievement Motivation Goal A Grade K

Students are able to:

1. name three different jobs
2. describe in their own words what a grown-up is and name two grown-ups they know
3. describe two jobs they might like to do when they grow up

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Jobs	2. Grown-up	3. Describe
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Achievement
Motivation
Goal B
P.I. 1, 2
Grade K

Helping Self and Others

Achievement Motivation

Goal B:	Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency:	Students will describe tasks they can accomplish at home.
Performance Indicator(s):	Students will be able to: 1) describe things they can do at home that help others; and 2) describe things they do at home to help themselves.

Activity Objective

Students will describe those things they do at home to help themselves and others.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Crayons, drawing paper
Educator's Preparation:	Be familiar with entire activity

Directions:

Ask the children to respond to the following questions by raising their hands:

Can you. . .

- brush your teeth
- make a bed
- get dressed
- pick up toys
- wash your hands before meals
- set the table
- get your breakfast
- feed the pets

Tell the children that there are many things they can do at home that will help both themselves and other people. Have them take turns discussing which of the tasks they can do to help themselves, and which help other people. Let them discuss other things they could be doing at home to help themselves or someone else.

Have the children draw pictures of tasks they can do at home and display these.

Evaluation: Students should be able to:

- describe two things they can do at home that help others
- describe two things they can do at home to help themselves

(See Evaluation Form for "Helping Self and Others.")

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Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Helping Self and Others

Achievement Motivation Goal B Grade K

Students are able to:

1. describe two things they can do at home that help others
2. describe two things they can do at home to help themselves

Check (√) when the student is able to accomplish each step. Leave blank if further development in needed.

Student Name	1. Others	2. Themselves
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Achievement Motivation

At the beginning of the year have the students draw a picture of an occupation that interests them. Then save the papers. Then repeat the drawing activity at the end of the year. Have the students compare the two pictures. Note any changes and ask the students to try to think of why they changed their minds.

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At the beginning of the year, take a survey of what types of jobs the students think they would like to have when they grow up. Then schedule persons who are involved in those occupations to come sometime during the school year and speak to the class about their jobs.

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Have students draw pictures of responsibilities they have at home. Share pictures and explanations of them with the other students. Ask questions such as:

-- Do you enjoy doing your work?

-- What happens if you don't do it, or if you do a poor job?

-- How do you feel if you do a good job?

-- Do your younger brothers or sisters have the same responsibilities as you? Why?

-- What's your reward for doing a good job?

SELECTED KINDERGARTEN ACTIVITIES AND IDEAS

PROBLEM SOLVING

Problem-Solving
Goal A
P.I. 1
Grade K

How to Speak

Problem-Solving

Goal A:	Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency:	Students will describe situations when others do not communicate the same way they do.
Performance Indicator(s):	Students will be able to recognize that there are different languages in the world.

Activity Objective

Students will discuss different languages.

Activity

Total Time:	One class period
Suggested Subject Matter Area:	Language arts, social studies
Materials/Resources:	None
Educator's Preparation:	Be familiar with entire activity

Directions:

Tell the students that there are many different ways to talk. Point out that some people in different countries use different words.

Say "hola" to the students, using regular greeting gestures. See if anyone can guess what you said. If they can't, explain that was a Spanish word for "hello."

Now say "adios" (Spanish for good-bye) with accompanying gestures. Continue with the following word list, using appropriate gestures with the words. Have the students guess what the words mean.

dormir - Spanish for "to sleep"
sentarse - Spanish for "you sit down"
mercí - French for "thank you"
gehen - German for "to walk"
bäuchlein - German for "tummy"
drehen - German for "to turn"

Ask the students to discuss how it feels not to know what the words meant. Explain that people in other places use many different words and wouldn't be able to understand them.

Evaluation: Students should be able to:

- indicate that there are different countries and that the people in these countries speak different languages

(See Evaluation Form for "How to Speak.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

How to Speak

Problem-Solving Goal A Grade K

Students are able to:

1. **indicate that there are different countries and that the people in these countries speak different languages**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Languages
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Problem-Solving
Goal B
P.I. 1, 2, 3
Grade K

Past and Future

Problem-Solving

Goal B:	Students will develop and incorporate the ability to anticipate and cope with change.
Competency:	Students will describe situations that are going to happen in the future.
Performance Indicator(s):	Students will be able to: 1) describe something that will happen the next day; 2) describe something that will happen next week; and 3) recognize that there are certain things that are expected to happen in the future because they have consistently happened in the past.

Activity Objective

Students will discuss events that have happened and will happen.

Activity

Total Time:	Three or four class periods
Suggested Subject Matter Area:	Social studies
Materials/Resources:	Paper, colors for each child, paint
Educator's Preparation:	Collect art materials, be familiar with entire activity

Directions:

Discuss with the students that some things will happen and some things have already happened. Ask the students to each draw a picture of something that will happen the next day. Put these on the bulletin board under the caption of "Tomorrow."

The next class period remind the students what was discussed previously. This time ask them to draw pictures of something that will happen next week. Place these on the bulletin board next to the previous pictures under the caption of "Next Week."

In the next class period review what was discussed. Explain that this time they will paint a picture of something that has already happened. Put these on the bulletin board under the caption of "Past Happenings."

Discuss the bulletin board pictures and how some things will happen and some things have already happened. Point out that some things happen over and over so we can count on them happening again, such as going to school, eating lunch, etc.

Evaluation: Students should be able to:

- describe one thing that will happen the next day
- describe one thing that will happen next week
- name one thing that is expected to happen because it has consistently happened in the past

(See Evaluation Form for "Past and Future.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Past and Future

Problem-Solving Goal B Grade K

Students are able to:

1. describe one thing that will happen the next day
2. describe one thing that will happen next week
3. name one thing that is expected to happen because it has happened consistently in the past

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Day	2. Week	3. Past
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ACTIVITY IDEAS

Grade: Kindergarten
Content Area: Problem-Solving

Discuss with the students how people who cannot hear communicate. Have someone who knows sign language come and teach students a few signs for familiar words. Students also enjoy being able to "sign" a song while they sing it.

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Discuss with the students how people who cannot see communicate through Braille. Have someone who is blind come to the class and talk about what it is like to be blind and how they use Braille in their lives.

> Teachers will want to screen their speakers carefully so that students will not be frightened of blindness.

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Help the class to create a list of all the things they really think will happen the next day. When that day finally arrives, check off with the students those things that actually did happen. Talk about how they knew what would be happening in the "future."

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade K

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe ways they care for themselves.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade K

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will describe their appearance and their favorite activities.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade K

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will describe areas where they are self-sufficient.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I.
Grade K

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will recognize that they listen to and speak with a variety of people.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade K

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will recognize their family relationships.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal Relations
G8-1 C
P.I.
GradeK

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will describe their work and play relationships with others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade K

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will recognize various interpersonal relationships in their lives.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade K

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will recognize different expressions for various feelings.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade K

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal A
P.I.
Grade K

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: **Students will describe their daily activities at home.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal B
P.I.
Grade K

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will describe those things they learn at home.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

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Gathering and Processing Info
Goal C
P.I.
Grade K

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will mentally project adults into work activities other than those they do presently.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade K

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will describe what makes up a family.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal B
P. I.
Grade K

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will describe what learning is and how they are learners.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.I.
Grade K

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will describe those rules they follow at home and school and why those rules are necessary.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Responsibilities
Goal D
P.I.
Grade K

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will describe the appropriate place of purchase for various items.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade K

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will describe the work activities of family members.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade K

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will describe people and activities they enjoy.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal B
P. I.
Grade K

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will describe choices they make.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade K

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: Students will describe decisions they make by themselves.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. I.
Grade K

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: Students will describe what job they desire to do when they "grow up."

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade K

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe tasks they can accomplish at home.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade K

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will describe situations when others do not communicate the same way they do.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal B
P. I.
Grade K

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will describe situations that are going to happen in the future.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

KINDERGARTEN GUIDANCE CURRICULUM GUIDE

AND

PROGRESS REPORT

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KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe ways they care for themselves.	Students are able to: 1. describe a healthy body and an unhealthy body. 2. describe ways to keep healthy and safe. 3. describe ways they care for themselves in order to stay healthy and safe.	Students are able to: 1. a) describe three characteristics of a healthy body (i.e., proportionate height and weight for their age group, shining hair, white teeth, can exercise without getting too tired, eats well, sleeps well, feels happy, etc.) b) describe three characteristics of an unhealthy body (i.e., cavities, tires very quickly, does not eat well, cries easily, coughs, hurts, etc.) 2. describe five ways to keep healthy and safe (i.e., brush teeth, bathe, dress appropriately, eat right kinds of food, get enough sleep, exercise, don't play with electricity, looks before crossing streets, don't play with medicines, etc.). 3. describe three ways (from the ideas generated in #2) they care for themselves.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their appearance and their favorite activities.	Students are able to: 1. identify some basic physical characteristics. 2. describe their own basic appearance. 3. list their favorite activities.	Students are able to: 1. list four examples such as eyes, mouth, hair color, skin color, height, weight, etc. 2. list three of the above characteristics that pertain to them. 3. a) define the concept of favorite: liked very much, chosen above other similar things. b) list three favorite activities.

KINDGERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe areas where they are self-sufficient.	Students are able to: 1. differentiate between situations where they are self-sufficient and situations where they are dependent on others. 2. identify situations where they are self-sufficient at home. 3. identify situations where they are self-sufficient at school.	Students are able to: 1. a) understand the concepts of self-sufficiency (i.e., the ability to do things for themselves, to care for themselves) and dependency on others (others care for them when they cannot care for themselves.) b) given five various situations, correctly identify themselves in three as either self-sufficient or dependent on others. 2. identify two home situations where they are self-sufficient. 3. identify two school situations where they are self-sufficient.
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize that they listen to and speak with a variety of people.	Students are able to: 1. describe listening as opposed to hearing. 2. describe speaking as opposed to babbling, etc. 3. identify those people they listen to and speak with in different settings.	Students are able to: 1. a) describe listening as one of the senses. b) describe listening as paying close attention to what is being heard. 2. a) describe babbling as making noise that doesn't mean anything. b) describe speaking as making sounds that have meaning and can be understood by others. 3. identify three different persons, each from a different setting (i.e., home, school, neighborhood, church, town, etc.), to whom they listen and with whom they speak.

KINDERGARTEN

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj: 1	Students will recognize their family relationships.	Students are able to: 1. identify their own family. 2. recognize the concept of relationship. 3. recognize how different members of their family are related.	Students are able to: 1. identify each member of their immediate family. 2. recognize that relationship means belonging to the same family; being related. 3. recognize how each member of their immediate family is related to the other members (i.e., by marriage, by direct relationship or birth, by adoption).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe their work and play relationships with others.	Students are able to: 1. recognize what constitutes a relationship. 2. describe their work and play relationships with others in a variety of settings. 3. realize that not all relationships have the same degree of closeness (intensity).	Students are able to: 1. recognize a relationship as a connection between two people. 2. a) describe two persons they work or play with at home, school or in the community (i.e., neighborhood, church, organizations, etc.). b) recognize that they have a relationship (a connection) with those people. 3. describe the difference between the relationships with a parent and with a neighbor.

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Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 1	Students will recognize various interpersonal relationships in their lives.	Students are able to: 1. describe different people with whom they interact. 2. describe how they act differently with different people.	Students are able to: 1. describe three people with whom they interact (i.e., parent, sibling, teacher, neighborhood friend, classmate, etc.). 2. using the examples from #1, describe how they act differently with each of those persons (i.e., conversation is different, physical activity is different, intensity of feelings is different, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will recognize different expressions for various feelings.	Students are able to: 1. describe various feelings people can have. 2. recognize how people express their different feelings.	Students are able to: 1. describe three different feelings (i.e., anger, happiness, surprise, fear, sadness, embarrassment, hurt, etc.) 2. recognize (or describe) one way for each example from #1 that people express their feelings (i.e., anger/yelling, hitting, frowning...; happiness/smile, clapping, laughter...; sadness/crying, frown, head and shoulders down...; etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer Producer Goal: B Obj: 1	Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.	Students are able to: 1. describe situations when they want to have their own way. 2. describe situations when others want to have their own way. 3. identify situations when they are asked to do something they do not want to do when someone else wants it.	Students are able to: 1. describe one time when they want to have their own way (i.e., stay up later to watch a T.V. show, buy a special toy at the store, want to go play outside, etc.). 2. describe one time when someone else wanted to have his/her own way (i.e., play a specific game, use a certain toy, act a certain way, etc.). 3. identify one time when they were asked to do something they didn't want to do when someone else wanted it (i.e., Mother wanted them to come in from playing outside, guest wanted to play with their toy even though they did not feel like sharing, teacher wanted them to stay seated and finish their work, etc.).
Content: III Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe their daily activities at home.	Students are able to: 1. describe chores or things they do to help at home. 2. describe things they do at home to have fun. 3. describe activities the family does each day together.	Students are able to: 1. describe one chore or thing they do to help at home. 2. describe two activities they do at home to have fun. 3. describe one activity the family does each day together.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe those things they learn at home.	Students are able to: 1. describe some things they do at home. 2. discuss where they learned to do those things and who taught those things to them. 3. describe some activities or ideas they learned at home.	Students are able to: 1. describe two things they do at home (i.e., set the table, make their bed, pick up their toys, brush their teeth, etc.). 2. a) discuss where they learned to do those things described in #1. b) discuss who taught them to do those things described in #1. 3. describe one activity or idea they learned at home (i.e., to say "thank you," how to throw a ball, to be nice to others, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will mentally project adults into work-activities other than those they do presently.	Students are able to: 1. identify some adults they know. 2. describe the kinds of work activities those adults perform. 3. imagine and describe those adults doing a completely different work activity.	Students are able to: 1. identify two adults they know. 2. describe one work activity for each adult identified in #1. 3. a) imagine the adults in #1 doing one completely different work activity (i.e., the teacher being a plumber, mother being a zookeeper, etc.). b) describe the work activities they are imagining the adults doing.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role(s): Individual Goal: A Obj: 1	Students will describe what makes up a family.	Students are able to: 1. describe who makes up their family. 2. discuss the differences in the families of the students in their classroom. 3. discuss the common characteristics of families.	Students are able to: 1. describe who makes up their family (i.e., parent(s), or guardian(s), sibling(s), if any). 2. discuss the differences in the families of the students in their classroom: parents or guardians, number of parents or guardians, number of siblings, etc. 3. discuss the following common characteristics of families: • a family is a group of people who care about each other • every family has at least one adult and one other person (either adult or child).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe what learning is and how they are learners.	Students are able to: 1. describe what learning means. 2. describe how they are learners.	Students are able to: 1. define learning in their own words (i.e., finding out something they didn't know, getting new knowledge, etc.) 2. a) describe two things they are learning b) indicate where they are learning those things identified in #2a c) indicate if anyone else is helping them to learn those things identified in #2a.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe those rules they follow at home and school and why those rules are necessary.	Students are able to: 1. describe what is meant by a rule. 2. identify rules they follow at home and at school. 3. describe why rules are necessary.	Students are able to: 1. describe a rule as a command, a law, a statement of what to do or what not to do. 2. a) identify one rule that they follow at home b) identify one rule that they follow at school. 3. a) describe the necessity of rules in order to protect ourselves and others b) discuss that not everyone follows every rule in every setting—rules differ as people differ (i.e., differences in maturity, coordination, jurisdiction of the laws, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe the appropriate place of purchase for various items.	Students are able to: 1. describe several things their family purchases. 2. identify the places where items are purchased. 3. discuss why it is important to know where to purchase the items.	Students are able to: 1. describe two things that their family purchases (i.e., groceries, clothes, tools, furniture, etc.). 2. using the examples from #1, identify the stores where these items are purchased (i.e., groceries/grocery store, tools/hardware store, clothes/department store, etc.). 3. a) discuss what would happen if they tried to buy the items identified in #1 at another place (i.e., groceries at a bank, tools at a restaurant, etc.) b) discuss that knowing where to go to buy what they want saves them time and energy.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will describe the work-activities of family members.	Students are able to: 1. identify the members of their families. 2. describe the work-activities that each family member does.	Students are able to: 1. name the members of their immediate families (actually related or not). 2. describe one work-activity for each family member named in #1.
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe people and activities they enjoy.	Students are able to: 1. describe people they enjoy being with. 2. describe activities they enjoy taking part in.	Students are able to: 1. a) identify two people they enjoy being with b) describe why they enjoy being with those two people. 2. a) identify two activities they enjoy taking part in b) describe why they enjoy those two activities.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe choices they make.	Students are able to: 1. identify what a choice is. 2. describe various choices they make.	Students are able to: 1. define choice as picking or deciding on something; a selection. 2. describe two choices they make (i.e., what to play with, what to play at recess, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe decisions they make by themselves.	Students are able to: 1. describe different decisions in their lives. 2. identify those decisions they make by themselves.	Students are able to: 1. a) define decision as a choice; making a selection b) describe three different decisions in their lives, made by themselves and/or others (i.e., whether to go to school or not, what to eat, what to wear, where to play, etc.). 2. identify two decisions they make by themselves (i.e., what to wear, what to play, who to play with, etc.)

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s) Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe what job they desire to do when they "grow up."	Students are able to: 1. name several different jobs. 2. describe what a "grown-up" is and name some grown-ups they know. 3. describe some jobs they might like to do when they grow up.	Students are able to: 1. name three different jobs (i.e., teacher, doctor, fireman, pilot, veterinarian, etc.) 2. a) describe in their own words what a grown-up is (i.e., an adult, a person who is bigger and older, etc.) b) name two grown-ups they know (one should not be a parent or guardian). 3. describe two jobs (first choice and second choice) they might like to do when they grow up.
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe tasks they can accomplish at home.	Students are able to: 1. describe things they can do at home that help others. 2. describe things they do at home to help themselves.	Students are able to: 1. describe two things they can do at home that help others (i.e., making bed, picking up toys, setting the table, etc.). 2. describe two things they do at home to help themselves (i.e., brush their teeth, get dressed, wash their hands before meals, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe situations when others do not communicate the same way they do.	Students are able to: 1. recognize that there are different languages in the world. 2. recognize how others can communicate differently from themselves. 3. recognize that adults communicate differently from themselves.	Students are able to: 1. indicate that there are different countries in our world and recognize that people in those countries sometimes speak different languages (i.e., China/Chinese, Spain or Mexico/Spanish, France/French, etc.). 2. describe one other way that others can communicate differently from themselves (i.e., sign language, Braille, etc.). 3. describe one way that adults communicate differently from themselves (i.e., use bigger words, listen longer, read newspapers and big books, etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe situations that are going to happen in the future.	Students are able to: 1. describe something that will happen the next day. 2. describe something that will happen later on. 3. recognize that there are certain things that we expect to happen later on because they have always happened in the past.	Students are able to: 1. describe one thing that will happen the next day (i.e., they will wake up, they will eat supper, etc.) 2. describe one thing that will happen later on (i.e., they will go to school, they will play outside, Christmas will come, etc.). 3. name one thing that is expected to happen later on because it has happened in the past (i.e., sun rising, the seasons changing, etc.).

Kindergarten

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe ways to care for him/herself				
	Describe personal appearance & favorite activities				
	Describe areas of self-sufficiency				
Interpersonal Relations	Recognize he/she listens to & speaks with different people				
	Recognize his/her family relationships				
	Describe work & play relationships				
	Recognize different interpersonal relationships in his/her life				
Expressing Ideas	Recognize different expressions for various feelings				
	Recognize when he/she or others desire to do things their own way				
GATHERING & PROCESSING INFORMATION	Describe daily activities at home				
	Describe things learned at home				
	Imagine adults doing work other than what they presently do				
Rights & Responsibilities	Describe what makes up a family				
	Describe learning & how he/she is a learner				
	Describe rules he/she follows & why they are necessary				
	Describe appropriate places of purchase for various items				
	Describe work activities of family members				
Valuing & Decision Making	Describe people & activities he/she enjoys				
	Describe choices he/she makes				
	Describe decisions made by him/herself				
Achievement Motivation	Describe a job desired when he/she grows up				
	Describe tasks he/she can accomplish at home				
PROBLEM SOLVING	Describe situations when others communicate differently from self				
	Describe situations that are going to happen in the future				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

KINDERGARTEN

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.